

Evaluation of the Quality of Work Life of Students of Public High Schools In Southern Sonora

Carolina Velázquez Wilson¹, Ximena Yadira Valenzuela Zazueta², Celia Yaneth Quiroz Campas³, Lizeth Armenta Zazueta⁴, Alberto Galván Corral⁵, Carlos Jesús Hinojoza Rodríguez⁶

1. Instituto Tecnológico de Sonora, Unidad Navojoa, México

2. Instituto Tecnológico de Sonora, Unidad Navojoa, México

3. Instituto Tecnológico de Sonora, Unidad Navojoa, México

4. Instituto Tecnológico de Sonora, Unidad Navojoa, México

5. Instituto Tecnológico de Sonora, Unidad Navojoa, México

6. Instituto Tecnológico de Sonora, Unidad Navojoa, México

ABSTRACT

The main objective of this research is to evaluate the quality of work life in public high school students in southern Sonora, in order to know their perception of the balance between their academic and personal lives, as well as to identify areas for improvement that can benefit their performance and well-being. The object of study is composed of high school students from two public high schools in southern Sonora. The sample included 319 students between 14 and 18 years old, selected through probabilistic sampling, where a previously validated and reliable instrument was applied to find the results, which showed that 72% of the students perceive a moderate quality of life in their academic environment. The results of the three variables evaluated in the instrument are on a scale of 1 to 5, where 1 is the lowest rating and 5 is the highest. The quality of life in high school obtained a score of 3.48, which indicates a moderate perception, with room for improvement. Academic identity reached a 3.70, reflecting a relatively high sense of belonging and academic engagement. Academic performance registered a 3.64, showing a satisfactory performance, but with opportunities for optimization. Overall, the results are positive, although there is still room to strengthen each aspect.

INTRODUCTION

The purpose of this research is to know the perception of the quality of life of high school students, indicating which are the main factors that affect their areas of performance, with the purpose of generating areas of opportunity, in addition to determining the influence of having a good or bad quality of life either in personal spheres, family, work, etc., with respect to their academic performance Rodríguez et al., (2025) This work focuses on high school students, because we want to know the reasons why there are dropouts and many young people do not finish high school, so they do not start a higher education, or a university career, affecting the quality of work life of these students (Álvarez & Barreto, 2020).

There are many factors that determine a student's quality of life, so carrying out the following research is important to look for areas of opportunity since young people face

both academic and work challenges. The research is focused on analyzing how the working conditions of students influence their quality of life in terms of academic performance or their general well-being, so both personal, academic and work areas are analyzed, to have a broad panorama of study information to reach the expected conclusions (Durán et al., 2017).

One of its objectives is to identify the negative and positive aspects that affect their quality of life, providing a clear sample that can serve as a basis for implementing educational and labor policies and thus favoring a broader balance in both areas, as well as seeking to identify challenges and opportunities that can also offer recommendations to improve their quality of life. These recommendations can be directed to educational institutions in order to create a more balanced, competitive, and good-quality environment for young people in upper secondary education (Ramírez et al., 2020).

The activities that are carried out within the organizations and educational institutions together with students, teachers and parents determine the quality of life of the young people who carry out their studies within it, so it is of utmost importance to analyze areas of the life of the people who live with the students, since these have a considerable impact on daily performance, in addition to the way in which they develop, considering both social and personal factors, where different areas of interest or activities are linked where they continuously relate to each other (Elías, 2021).

The objective of this work is in the first instance to investigate and have bases to know the quality of work life of students and then to follow up and create strategies that can be implemented, seeking improvement among the student community, giving them more opportunities for growth and areas of performance (Quiroz et al., 2025). Considering the results obtained, a basic approach will be carried out based on the factors that slow down the academic and labor development of the students, being able to take into account the social environment in which the students find themselves, as well as the values and quality of life in which they live at home and with their closest relatives. in order to develop an action plan to be implemented seeking the common good of them (Valencia, 2020).

According to Leitón et al. (2022), the quality of life of university students suffered a significant deterioration during the COVID-19 pandemic, evidenced by increased stress, anxiety, and uncertainty about the future. Although this study focuses on the university environment, its findings can be partially extrapolated to the upper secondary level, since both educational contexts faced similar challenges related to adaptation to the virtual environment, the lack of social interaction and the emotional impact of the health crisis, which have affected the academic performance of young people (Quiroz et al., 2021)

1.1 Background

The concept of quality of work life emerged during a series of conferences organized in the late 1960s and early 1970s, sponsored by the U.S. Department of Labor and the Ford Foundation. These meetings sought to respond to the demands of the workers in the face of dehumanization in labor relations. (Castellano & López, 2021). According to Aguilar (2018), stress directly influences quality of life, as it can trigger various disorders, affecting the perception of well-being and personal performance; It is one of the most dangerous areas that currently exist in the lives of students, because in a considerable scenario, it reaches serious diseases such as depression or generalized anxiety, so it greatly affects the performance of students. A study carried out by the Universidad Nacional Mayor de San Marcos in Lima, Peru (2022), being an applied and descriptive research, indicates that the

relationship between academic stress and the quality of life of students is significant, because when this aspect increases, the academic performance of students decreases and although there are no high levels of stress in this institution, they were also able to identify the previous conclusion (Soriano & Mendivil, 2022).

The University of Cadiz in Chile takes into account both the physical and mental health factor within its research, where its relationship with the quality of life of students indicates that it is an evaluation of interest, since studying this area can trigger different aspects of importance to improve performance and development. It takes this aspect into account as essential to qualify the quality of life of the students and in the same way identify areas of improvement and opportunities, as well as threats that exist in their environment, establishing improvement plans for all the people who influence within the institution and being able to establish effective strategies to raise awareness among teachers, family members and students (Ortiz & Sánchez, 2024).

On the other hand, Contreras et al., (2021), cited in Toluca, State of Mexico, comment that the quality of life in students they perceive, they are sufficiently prepared and have high expectations of finding a job a few months after finishing their studies, based on what they studied or dedicated themselves to in all these years. They hope to acquire regular salaries based on their knowledge and what the country can offer them, and if they do not find them, they are willing to work in different activities in which their skills and knowledge could stand out more, which is not very acceptable since it is said that there is a shortage of work in what they prepared and thus the students are reflected in the discouragement that is presented to them.

Castro et al., (2018) cited in Puebla, considers that in order to have a better quality of life and greater job satisfaction, recognition, stability, work and family stability, security and motivation are required, because if these areas are not available, young people could be subject to situations of stress, fatigue, illness, anxiety, causing them not to concentrate or get the most out of it or not have the courage to develop properly. The quality of life in jobs aims to further optimize the condition of the environment where you work and to have a favorable job that preserves and promotes people's satisfaction and there is more motivation when the results are through rewards, security and greater opportunities for personal development.

1.2. The Problem Statement

The importance of taking into account the quality of life of high school students is fundamental, since, despite the advances and facilities available today, there are numerous factors that influence young people and are still not fully understood, it is firmly believed that quality of life plays a crucial role in various areas in the quality of life in young students. because the way in which they function with their surroundings, in their daily activities, depends on this, and it is what determines the future that students could perform professionally and professionally (Castellano & López, 2021).

The International Labor Organization (ILO) in Latin America (2020) highlighted the relevance of adjusting certain key aspects related to quality of life in the workplace, such as maintaining employment and generating safe jobs. She also stressed the need to evaluate some of the challenges that arose during the pandemic, such as: the stress derived from labor changes, which involves combining work with other responsibilities such as caring

for people and education, work overload, caring for children or the elderly, working conditions, and the preservation of current and future jobs (Rivera, 2020).

The ILO focuses on guaranteeing workers' rights, promoting decent employment opportunities, improving social protection and strengthening dialogue on labour issues. It was the first entity to focus on the promotion of quality employment, that is, not only paying attention to wages, but also to other aspects, which it called decent work. In this way, it makes it clear that its main goal is to make it easier for both men and women to access decent and productive jobs, under conditions of freedom, justice, security, and respect for human dignity (Gómez et al., 2016).

The WHO points out that the pandemic caused by the coronavirus (Covid-19) has caused a global crisis unprecedented in the history of humanity, due to its scope, duration and uncertainty. This phenomenon has generated challenges not only in terms of infections and deaths, but also in the areas of daily life, work, health, coexistence and education. The situation affected some 23.4 million students in Latin America and the Caribbean, including 1,895,907 students in Peru, impacting their well-being. Quality of life, a concept with multiple meanings, depends on the subjective perception of the individual. According to Durán, García, and Prieto (2017), it is related to cognitive, social, and physical well-being. For the WHO, it is the assessment of the person about his or her place in life within the cultural and social context, influenced by goals, expectations and norms, and it is a multidimensional and complex process. As indicated in the study by Medina et al. (2022), it is concluded that the quality

Life plays a crucial role in a student's life, since during this stage people go through a very complex transition. In this process, many students experience doubts in various aspects of their lives. It is essential to define

what is meant by quality of life; the WHO describes it as the individual's perception of their place in existence, in relation to the cultural context, the value system in which they live, and how it relates to their goals, expectations, norms, and concerns.

Therefore, how does the quality of life of high school students impact the performance in the daily activities of young people for the implementation of improvement strategies?

1.3. Objective

To evaluate the perception of the quality of life of public high school students in southern Sonora, through the application of a reliable and valid instrument that helps to know their skills, benefits and experiences as a result of their academic performance.

THEORETICAL FOUNDATION (RESEARCH FRAMEWORK)

2.1 Concept of Administration

Try to coordinate efforts and resources to achieve goals efficiently. Imagine that you are in charge of a work team or even a family, and your role is to make sure that everything works well. Not only do you have to plan what needs to be done, but you also have to decide how to do it, who will do it, and what it will take to get it done. Along the way, you'll also need to motivate people, guide them, and make sure they're on it. Administration isn't just for large companies. Any project, whether personal or professional, requires a certain degree of management. The key is to strike a balance: to make things happen as efficiently as

possible, using the least amount of resources, but without sacrificing quality or the satisfaction of the people involved (Chiavenato 2019).

2.1.1 Importance of administration

It helps us get organized and make things work better. Without good management, it would be difficult for everything to be in order and for objectives to be achieved, whether in a company, a project or even in everyday life. It allows us to make the best use of resources, plan what we want to do, coordinate the people involved, and make sure everyone is working in the same direction. In addition, thanks to management, we can make better decisions and solve problems that may arise along the way. It is key to making everything work more efficiently and achieving the expected results, without wasting time or effort. Even in difficult or unforeseen situations, good stewardship helps to adapt and find solutions (Chiavenato 2019).

2.2 Quality of life background

The concept of quality of life has undergone an evolution over time, adapting to different eras. In ancient civilizations such as the Egyptian, Hebrew, Greek, and Roman, quality of life was primarily associated with health and personal hygiene. During the Middle Ages, this focus was extended to public health and labor rights. After World War II, with the advance of industrialization, quality of life began to be measured in economic terms, particularly through per capita income, although this measure was later questioned as insufficient (Bautista, 2017).

Starting in the 1950s, broader indicators such as health, education, and working conditions began to be integrated. In the 60s and 70s, the concept evolved again, incorporating a subjective dimension by including personal satisfaction and happiness. Since then, quality of life has been understood as a combination of objective and subjective well-being, considering both material conditions and the individual perception of life. Today, this concept continues to be the subject of debate and evolution, encompassing multiple physical, emotional, educational, and labor aspects, with a particular focus on medicine due to the impact of chronic diseases and advances in their treatment (Bautista, 2017).

The concept of quality of school life has faced difficulties in terms of its definition, the dimensions that compose it, its measurement and the factors that influence it, in addition to its differentiation from other terms such as satisfaction and well-being. Added to this is the lack of sufficient research on the quality of school life in adolescents, which contrasts with the greater attention that quality of life has received in the adult population or that related to health. This limitation has generated a scarcity of solid theoretical approaches to quality of life in adolescence, so there is very little information as a basis for conducting research of this nature (Escobar and Rodríguez 2018).

The COVID-19 pandemic has generated several changes and consequences for the humanity, significantly affecting students, especially in their quality of life, which is linked to emotions, cognitions and behaviors that, although not fully understood, represent health risks. The World Health Organization (2017) defines quality of life as a person's perception of their position in life, considering their culture, goals, expectations, and concerns. Assessing quality of life is crucial at all stages of life, as it is a comprehensive indicator of the effects of various health interventions, both preventive and clinical. In addition, due to its subjective and multidimensional nature, it is influenced by cultural, social, and environmental factors, which makes it a complex concept (Pérez et al., 2020).

Quality of life is a complex concept that encompasses a variety of factors, including physical health, psychological state, level of independence, social relationships, and interaction with the environment. It is related to both physical and mental health, and is reflected in the subjective perception of the individual's well-being or discomfort, beyond the objective circumstances that surround him. In a study carried out in Paraguay with medical students, we sought to analyze self-perceived mental health as a factor that could influence their quality of life. The study included 103 students from the National University of Asunción, using the Goldberg Health Questionnaire to measure mental health perception and the Spanish version of the Short Form 36 Health Survey to assess self-perceived quality of life (Barrios & Torales, 2017).

2.3 Evolution of the concept of quality of life

Quality of life was closely linked to income level and the satisfaction of basic needs. During the 1950s and 1960s, it was mainly measured through the Gross Domestic Product (GDP), which reflects a country's economic growth and, in theory, the well-being of its inhabitants. It was understood that a higher per capita income implied a better quality of life, since it allowed access to goods and services. Over the years, researchers and economists began to realize that GDP was not enough to measure quality of life. In the 70s and 80s, indicators such as life expectancy, access to health and education gained prominence. This approach was reflected in the creation of the Human Development Index (HDI) by the UN in 1990, which began to measure quality of life not only in economic terms, but also in social terms (Castro et al., 2018)

From the 90s, the concept expanded even further, encompassing psychological and emotional factors. Quality of life began to include mental well-being, work-life balance, and overall life satisfaction. Today, quality of life is measured with multidimensional indicators that range from economic and social to environmental aspects. Indices such as the Social Progress Index or the Subjective Well-Being Index reflect this comprehensive vision, measuring not only material living conditions, but also the perception of personal well-being (Castrillón & Páez, 2020)

2.3.1 Concept of quality of life.

A person's quality of life can be explained as a broad concept, which includes both positive and adverse aspects that arise throughout life. This reflects the connection between the individual and his or her social environment. Achieving personal and family goals, enjoying good health, maintaining a balanced diet and enjoying well-being are essential elements that are influenced by social and cultural factors. This shows that quality of life is not static, but constantly evolving. It is conditioned by socioeconomic, cultural, and psychological circumstances, which generate both positive and negative experiences in each person (Celemin et al., 2015)

The World Health Organization (WHO) defines quality of life as a person's perception of their position in life, taking into account their cultural context, value system, goals, expectations, and concerns. This concept is very broad and is influenced by multiple factors such as physical health, psychological state, level of independence, social relationships and interaction with the environment. Quality of life encompasses three main dimensions: Physical dimension: Related to the perception of health status, the absence of disease and the effects of treatments. Psychological dimension: Includes emotional and cognitive aspects, such as fear, anxiety, self-esteem, and uncertainty. Social dimension: This refers to

the quality of interpersonal relationships and the social role of the individual, such as family support or work relationships (Bautista, 2017).

Quality of work life refers to a process that seeks to make the work environment more human, allowing employees to satisfy their personal needs through their work experiences. According to Walton (1973), this approach involves creating a more favorable environment for workers. Suttle (1977) describes it as a space in which employees can find value in what they do, while Nadler and Lawler (1983) highlight the relationship between employees and the organization, while Baleghizadeh and Gordani (2012) analyzed the impact of quality of work life on motivation to teach. Akar (2018) underlined the importance of improving these conditions to reduce burnout and alienation in the school environment, which in turn affects teachers' affective commitment (Morán & Torres, 2019).

2.3.2 Importance of quality of life.

It encompasses the integral well-being of a person in all dimensions: physical, mental, social and emotional. Its importance lies in the fact that it directly influences how we live and face our daily experiences, as well as our ability to enjoy life and achieve our personal and professional goals. A good level of quality of life implies having good physical health, which allows us to carry out our daily activities without major limitations, and emotional well-being, which helps us to manage stress and adversity in a healthy way. In addition, the social and cultural environment in which we live also plays a key role, as it influences our access to opportunities, resources, and support (Bautista et al., 2017).

According to Huidobro (2020), work motivation is directly related to the perception of quality of life, since a person who feels valued and satisfied in their work environment tends to have better performance and a greater commitment to their responsibilities. In this sense, the author highlights that factors such as recognition, a positive work environment, and opportunities for personal development significantly influence the satisfaction and general well-being of individuals, even in educational stages such as high school.

2.3.3 Perception of quality of life

Perception can be understood as the process by which you classify, interpret, and analyze stimuli in your environment. These stimuli generate motivational impulses that influence their conception of work and their satisfaction within the organization. According to Donawa (2018), quality of life refers precisely to this perception of the factors that cause satisfaction in the environmental sphere, which is reflected in the environment and people's conditions. More recent studies, such as that of Subbarayalu and Al Kuwaiti (2018), identify five key dimensions of quality of life after analyzing various models. These dimensions include fundamental elements that they perceive as essential for their satisfaction, such as the work environment, the support of the organization, professional development, among others (Morales & Torres, 2019).

Veramendi, Portocarero, and Espinoza (2020) state that lifestyles significantly influence students' quality of life, especially in critical contexts such as the COVID-19 pandemic. Their study revealed important alterations in areas such as sleep, diet, physical activity and mental health, which negatively impacted general well-being. Although his research focused on university students, the conclusions can be extrapolated to high school students, who went through similar challenges in their daily routines and emotional health during confinement.

2.3.4 Characteristics of quality of life.

The characteristics that most encompass different aspects that impact overall well-being, enjoying good health, having access to adequate medical care and the ability to perform daily tasks without pain or physical limitations, maintaining good mental health, dealing with stress effectively, cultivating healthy relationships and having a purpose in life, having a support network in family, friends and the community, which favors a sense of belonging and emotional well-being, having sufficient financial resources to meet basic needs such as housing, food and education, which provides peace of mind and security, having access to a good education opens doors to more opportunities for personal and professional development, positively influencing quality of life, Living in a safe and comfortable place, in a clean and healthy environment, with access to green areas or open spaces (De Carrasquel, 2016).

2.3.5 Factors that affect quality of life.

Several factors that directly affect it are varied and cover personal, social and environmental aspects such as financial difficulties, unemployment or insufficient income, limit access to basic resources such as housing, food, education and medical services, which affects general well-being, A low educational level reduces job and social opportunities, affecting people's ability to improve their living conditions. The quality of family, social, and community relationships directly influences emotional well-being. Lack of social support or isolation can deteriorate quality of life (Santiago, 2021).

Within the quality of student life there are many factors that affect the quality of life of students, which are personal, socioeconomic, social, health, whether physical and mental, which trigger their academic performance and their development and development within the institutions, in addition to having a direct impact on the vision that students have about what they aspire to in the future. since one can have a great desire to study a professional career, although if the conditions of their quality of life in all aspects is not considered good, desertions occur or certain limitations that prevent young people from reaching a university, affecting their professional path, in addition to the future of universities due to lack of students, as well as society in general, which seeks a better economy (Santiago, 2021).

2.4 Quality of student life

The quality of student life has become a central issue within the educational field, since it is recognized that not only academic performance determines the success of a student, but also their general well-being in various areas. In recent decades, experts have begun to understand that the educational environment must offer more than just classes and exams. In order for a student to reach their full potential, it is essential that their experience is balanced and enriching both inside and outside the classroom. One of the most important aspects is the academic environment. Educational institutions must provide the necessary resources so that students can fully develop their abilities. This includes access to well-equipped libraries, advanced technologies, and an accessible faculty willing to guide students in their learning process. However, the quality of student life is not limited to books and classes (González & Hernández, 2018).

In recent years, there has been growing concern about the increasing pressure that students face in their day-to-day lives. The stress derived from the academic load, added to personal and family expectations, can seriously affect their emotional well-being. For this reason, many universities and colleges have begun to implement psychological support programs, in order to offer a safe space where students can express their concerns and receive the

necessary help. Access to this type of service has become essential for students not only to survive the university experience, but also to enjoy it and take advantage of the best of it (González & Hernández, 2018).

The World Health Organization (WHO) on Health-Related Quality of Life (HRQoL), which describes it as "the individual's perception of their position in life in the cultural and value context in which they live, in relation to their goals, expectations, standards, and concerns." This definition encompasses the physical, psychological, and social dimensions of life. It refers more to the "how" they perceive the quality of their life, considering that this perception is influenced by relationships, backgrounds and personal expectations. Facts and actions are organized into different domains or dimensions, which means that it is a subjective perception of well-being in specific areas of life, at a given time, and depends on both the observer and the subject himself (Molina et al., 2016).

In a study conducted with university students in Mexico, González et al. (2024), found that quality of life is influenced by multiple factors such as academic load, family environment, institutional support, and mental health. These elements have a direct impact on the motivation, performance and general well-being of the students. These types of findings reinforce the need to pay attention to these dimensions even from the upper secondary level, where young people begin to experience similar pressures, seeing themselves with the uncertainty they are living through along with the changes related to their future.

An analysis of the Quality of Life subscales and their relationship with academic performance and sociodemographic factors was carried out as evaluation parameters focused on university students in the health area. This study seeks to establish correlations between these elements, seen as topics of interest both socially and educationally. The research focuses on understanding how the conditions in which students develop influence their academic performance and, in the long term, their professional future. In particular, the students of the Faculty of Health Sciences of the University of Magdalena are taken as a case study (Brito & Palacio, 2016).

Mental health is one of the most relevant factors in students' quality of life, as it directly influences their general well-being, motivation and academic performance. Various studies agree that middle and high school students face high levels of stress, anxiety, and emotional pressure, which can trigger minor mental disorders that affect their daily functioning. In this sense, Crisóstomo, de Araújo, and Perlatto (2020), showed that medical students at the University Center of Caratinga (UNEC), in Minas Gerais, have a high incidence of symptoms associated with minor mental disorders, which significantly deteriorates their quality of life. This evidence reinforces the need to consider emotional health as an essential component for the design of comprehensive support strategies within the educational environment.

2.4.1 Importance of quality of student life

Quality of life studies, together with risk factor studies, are key to planning teaching, designing curricula and evaluating the impact of interventions in the academic field. This would allow for the monitoring of interventions applied to the most vulnerable students, thus reducing dropout rates and academic failure. In addition, it is necessary to strengthen the research units to contribute to the development of a better panorama of information regarding the topic of interest. Such research would facilitate the dissemination of knowledge and open spaces for discussion between the teaching and student community and institutions (Molina et al., 2016).

The units of well-being, sports and physical activity, equity and inclusion, as well as student health services, play a relevant role based on the results of quality of life studies. These studies have revealed that it is necessary to improve aspects related to youth mental health, since this area arises if the student has a good quality of life, being equally important to determine the development of students. Therefore, it is essential to coordinate mental health instances within the university with the structures, facilities, and technical regulations of the Ministry of Health to ensure a comprehensive approach in this area (Molina et al., 2016).

2.4.2 Vitality and personal growth in the quality of student life

Vitality can be described as "the internal energy that not only keeps us active, but also pushes us to keep improving, expanding our abilities, skills, and constantly updating ourselves." It is a continuous process of personal evolution and self-realization. A vital person is one who is constantly changing, who continues to learn, who is aware of his progress and celebrates it. Not only does he accept these transformations, but he sees them as essential to his life and encourages them, considering it one of the most important challenges (Mireles and García 2022).

The implementation of academic tutoring programs is carried out as an essential practice in the educational field, since it helps the integral development of students. This work, shared between the institution and the teacher, represents a fundamental right for students, who must be actively involved in this process of personalized accompaniment. Tutoring is particularly effective in strengthening academic performance, especially in subjects with high failure rates, and in reducing school dropout rates. Academic tutoring is considered an essential strategy to strengthen the student's personal and academic development. Aguirre Benítez et al. (2018) highlight that this personalized accompaniment allows students to reflect on their school career, identify areas for improvement, and establish links that contribute to their comprehensive growth, thus improving their well-being and quality of life within the school environment.

2.4.3 Quality of life in academic transitions

During the first year of college, students' quality of life can be significantly affected due to the transition from high school to a new and more demanding environment. This period of adaptation involves facing academic, social, and emotional challenges that influence their well-being. The pressure to fulfill new responsibilities, along with the need to make momentous decisions about your future, can lead to stress and anxiety. These factors can lead some students to question their career choice, often resulting in program changes or even dropouts, impacting their emotional stability and quality of life (Mireles & García 2022).

University life offers students the opportunity to broaden their horizons, develop academically and become part of a diverse and enriching community. Although the adjustment process can present challenges, these are essential for students to make the most of their experience at the university and achieve the educational objectives that the institution proposes. To facilitate this process, universities often provide a variety of academic support resources and services, such as tutoring and counseling, that help students face the challenges they face and succeed in their studies (Parra & Bracho, 2023). In addition, differences in the university environment highlight the importance of students acquiring key skills, such as autonomous learning, time management, critical thinking, and

the ability to work in a team. At the global level, both countries and educational institutions must focus on improving access to higher education. This implies creating a political and regulatory environment that favors such access, as well as developing institutional strategies that guarantee equitable, quality education that responds to the needs of both students and society (Parra & Bracho, 2023).

Academic transitions in the education system vary by context and country, but they face common challenges. One of the most important is to ensure the continuity of learning, allowing a smooth transition between the different educational levels. This ensures that students gain the skills and knowledge needed to succeed in the next stage of their training. In addition, it is crucial to offer social-emotional support during these transitions, as students may experience stress, anxiety, and difficulties adapting to new environments and academic demands (Parra & Bracho, 2023).

Another key challenge is to provide vocational guidance and counselling, helping students make informed decisions about their academic and professional futures. This allows them to clearly identify their interests, aptitudes, and educational options. Ensuring that everyone has equal opportunities to access and progress within the education system is essential to avoid exclusion and inequality. This implies ensuring that there is equity in access to education and that academic transitions are inclusive for all students, regardless of their circumstances (Parra & Bracho, 2023).

2.4.4 Balancing Academic and Personal Responsibilities

Time management is an essential skill in academic, professional and personal fields, highlighted for its value and its impact on success. In the work environment, it is considered a key skill to access better opportunities, as it allows people to be more competitive and productive. This desk study underscores the importance of organizing time effectively, which helps students balance their studies and work commitments without creating conflict. In addition, Learning Theory suggests that the coordinated use of both brain hemispheres can improve academic performance, reinforcing the relevance of this skill (Rivera et al., 2019).

Admission to university requires a wide range of skills and personal resources to meet the demands of this new level of education. It is not only a matter of evaluating previous knowledge, but also of considering the fundamental role of aptitudes, cognitive skills and emotional resources, both personal and family, which will be key to responding to the demands of a university career. The transition to higher education implies that adolescents will have to face a more rigorous academic environment, with the aim of preparing for their future insertion into the world of work, which can entail various challenges and obstacles (Rodríguez, 2017).

At this stage, the adolescent is expected to integrate his vocation into a life project, visualizing his future, which directly influences his quality of life. Entering university not only requires an adequate vocational profile, but also an adaptive capacity that allows you to maintain healthy relationships with classmates and teachers, adjust to a new physical environment and manage your emotional well-being. The ability to control mood, manage academic stress, and tolerate uncertainty is essential to preserving your mental health. Likewise, achieving a balance between rights, responsibilities, personal needs, and external demands is key to ensuring a good quality of life during their university education (Rodríguez, 2017).

2.5 Quality of life indicators

It is linked to the concepts of standard of living and social indicators. The standard of living refers to living conditions that can be measured quantitatively, and its components include health, food consumption, education, working conditions, housing, social security, clothing, recreation, leisure and human rights. These aspects largely determine people's quality of life. On the other hand, social indicators refer to the specification of aspects, conditions and dimensions of life around which the degree of satisfaction or well-being is evaluated. Social conditions play an important role in enabling satisfying experiences. In turn, psychosocial indicators include interpersonal elements such as family relationships, couples, with children and friends, in addition to the subjective experience of the other indicators (Castrillón 2020).

Castrillón (2020) also details various indicators of quality of life according to the interests and concerns of citizens. In the workplace, the level of employment, freedom of occupational choice, the risk of unemployment, working hours, salary and satisfaction with the content of the work stand out. In education, they include educational attainment, qualifications, the relationship between the public and private sectors and opportunities for innovation. In terms of health, the general condition of people and the conditions that influence their well-being are considered. The residential environment or dwelling is evaluated through subjective perceptions of its characteristics, such as space, safety, and cost. In addition, the outdoor environment includes aspects such as air pollution, noise and water quality. Finally, psychosocial indicators include personal relationships, family and time spent on leisure, which also have a direct influence on quality of life.

2.6 Models of quality of life

2.6.1 Eco-friendly model

It argues that the structures and processes of a population define several key aspects in the quality of life. First, it focuses on how these factors reduce the physical and psychosocial stimuli that affect people. Second, it examines the interaction of these factors with the human psychobiological program, that is, how population structures and the environment impact on people's health and well-being. This model also considers environmental structures and processes that, although not directly dependent on the population, influence the biological and psychological reactions of individuals. An important factor in this approach is the strain that each person experiences, as it can lead to physical or psychological discomfort. This tension, if prolonged or not managed properly, can lead to a worsening of quality of life (Cornejo 2016).

The ecological approach understands that quality of life is not a one-way process, but part of a complex and global system. It promotes coordinated action in the scientific and political fields to improve the quality of life in a comprehensive way. This implies a global strategy that seeks to advance the international community to promote a better quality of life in all aspects: physical, psychological and social. They group this model into three main categories: Quality of life is defined as the quality of living conditions, which are objectively measurable, such as physical health, living conditions, social relationships, and occupation of a person. Quality of life can also be defined as satisfaction with living conditions, highlighting the importance of a person's subjective response to these conditions. Under this framework, quality of life is seen as synonymous with personal satisfaction, where general life satisfaction reflects the level of well-being and happiness of the individual (Cornejo, 2016).

2.6.2 WHO model of quality of life

According to the World Health Organization (WHO), quality of life refers to the evaluations that people make about their objective functioning, abilities, behaviors and the subjective reports they provide in terms of satisfaction or dissatisfaction with their lives. These evaluations are divided into six key dimensions (Cornejo, 2020).

Table 2 *Assessments that are divided into key dimensions*

Physical Dominance	It includes aspects related to pain and discomfort, energy level and fatigue, sexual activity, sleep and rest, as well as sensory functions.
Psychological dominance	It addresses affective feelings, the ability to learn, memory and concentration, self-esteem, body image and appearance, and the negative feelings they may experience.
Level of independence	It assesses people's mobility, the daily activities they can perform, dependence on medical treatments or non-medical substances (such as drugs), and their ability to communicate and work.
Social Relationships	It includes the quality of personal relationships, available social support, and social advocacy and support activities.
Environment	It assesses physical freedom and security, the conditions of the home environment, job satisfaction, financial resources, accessibility to health and social care services, and the characteristics of the environment (pollution, noise, climate, transportation).
Spirituality	It encompasses religion and personal beliefs, which also play an important role in the perception of quality of life.

Source: Cornejo (2020).

2.7 Definition of quality of work life in adolescents

The quality of working life in adolescents refers to the set of physical, emotional, social and economic conditions that impact the well-being of young people in their first jobs or work practices. This concept encompasses factors such as safety in the work environment, satisfaction with the tasks performed, the balance between time spent at work, studies and personal life, and interpersonal relationships with colleagues and supervisors. For teens, a good quality of work life means an environment that promotes learning, offers support, and avoids excessive stress. In addition, they must consider the development of practical skills and work values in a context that respects their stage of development, providing an experience that allows them to grow without compromising their physical or emotional well-being (Torres & Pérez, 2018).

2.8 Academic identity

Academic identity is a key concept in educational training, as it defines the sense of belonging and commitment that students develop towards their institution and academic community. This identity is formed through constant interaction in the academic field, the experiences lived and the values transmitted by the educational institution. In addition, it is strengthened over time, through the acquisition of knowledge, skills and the internalization

of norms and values that guide the behavior of students. This sense of belonging and identification with the institution fosters in students a commitment to their own development and academic excellence, encouraging them to actively participate in their learning process and in extracurricular activities that enrich their training (Quiroga et al., 2021).

The construction of a strong academic identity also influences the performance and motivation of students, who, by feeling valued and integrated, tend to be more significantly involved in their studies. This concept extends beyond the classroom, promoting a relationship of respect and collaboration between students, teachers and other members of the educational community. Academic identity is also a relevant factor in professional projection, since the values and knowledge acquired form a solid base that accompanies the student in their work and personal life. In this way, academic identity becomes an essential element for the integral development of individuals, allowing them to adapt and face the challenges of the professional world with confidence and commitment (Quiroga et al., 2021).

2.9 Academic performance

Academic performance in high school students is a fundamental issue, since this stage marks the beginning of preparation for their professional and personal future. In this phase, students face a higher academic workload and begin to make decisions about their interests and aspirations, which impacts their performance. Various factors, such as the family environment, the support of teachers and personal motivation, play an important role in their performance. Young people who receive positive support tend to show better results and a greater willingness to face academic challenges. In addition, having adequate guidance allows them to develop organizational and time management skills, which are essential to meet the demands of this stage (Escorza & Díaz, 2017).

However, there are several factors that can negatively affect the academic performance of high school students, such as lack of motivation, emotional problems, social pressure, and stress associated with performance. Adolescence is a period of profound changes, both physical and emotional, which can lead to distractions and difficulty concentrating. High academic expectations can generate anxiety in some students, affecting their ability to manage the time and effort they dedicate to their studies. In addition, unstimulating learning environments or teaching methodologies that do not consider individual needs can contribute to a decline in academic performance (Escorza & Díaz, 2017).

Fostering learning strategies, social-emotional skills, and study techniques can help young people improve their academic performance. Educational institutions and parents play a crucial role in this process, promoting an environment of support and understanding. Tutoring, counseling, and extracurricular activities all contribute to improving students' skills and increasing motivation. Likewise, working on young people's self-esteem and self-confidence is key so that they can face academic challenges with a positive and resilient attitude. In this way, high school students can be helped to reach their full potential and prepare for future academic and professional challenges (Escorza & Díaz, 2017).

2.9.1 Impact of academic performance on students' quality of life

The quality of life of high school students is closely linked to their academic performance, since physical, emotional, and social well-being directly influences their ability to learn and

perform in school. A balanced lifestyle, including adequate nutrition, restful sleep, and recreational activities, is essential for students to maintain the energy and focus needed to meet their academic responsibilities. The lack of any of these elements can cause fatigue, anxiety, and a drop in performance, affecting not only their grades, but also their long-term health (López & Herrera, 2021).

Academic stress and pressure to succeed are common factors in the lives of high school students and can have a negative impact on their quality of life. Excessive demands and long study hours often lead to high levels of anxiety, which affect both students' emotional well-being and motivation. This environment of constant pressure can generate a cycle of exhaustion and frustration, affecting self-efficacy and the perception they have of themselves as students. It is crucial for young people to learn how to manage stress and find a balance between their academic activities and their personal lives to preserve their mental and physical health (García et al., 2020).

On the other hand, interpersonal relationships and social support also play an important role in students' quality of life and academic performance. Positive interaction with peers, family members, and teachers helps create a supportive environment that strengthens their resilience and allows them to better cope with academic challenges. Likewise, extracurricular activities and leisure time help to release tensions and promote a sense of integral well-being. Having a healthy environment, where personal needs are respected and the integral development of each student is valued, is key for them to maximize their academic potential without compromising their quality of life (Torres & Sánchez, 2019).

2.9.2 Assessment of academic performance and its implications

Assessment can be a powerful tool for learning when used in a formative way. This implies a paradigm shift from a summary evaluation, focused on grading final performance, to an evaluation that provides continuous feedback to guide the learning process. The use of formative assessment promotes more autonomous and self-directed learning, in which the student takes an active role by recognizing their areas for improvement. In this sense, evaluation not only measures performance, but also contributes to the development of transversal competencies, such as self-learning and critical thinking (Santamaría & Cerezo, 2018).

In addition to its educational value, evaluation has profound psychological implications. The way it is carried out can significantly influence the motivation and self-esteem of students. Evaluations that are excessively focused on numerical results can generate stress and anxiety, in addition to negatively impacting the student's self-perception. This quantitative approach, although effective in standardizing results, can lead to a limited view of the student's potential and obviate equally valuable non-academic skills, such as creativity and resilience, so aspects that cover a larger panorama and do not limit information must be included (Santamaría & Cerezo, 2018).

The evaluation of academic performance should be aimed at identifying individual progress, and be a growth tool that promotes the development of skills beyond academic competencies. The creation of more inclusive assessment methods, which value diverse skills and encourage self-management of learning, is an essential challenge for current education systems. In addition, it is essential that educators receive training on assessment strategies that foster a positive learning environment, in which assessment is seen as a means of continuous improvement (Rodríguez & Alonso, 2016).

III. METHOD AND MATERIALS

3.1 Method

This chapter details the methodology used to carry out research on the quality of life of high school students in southern Sonora. Given the deductive approach of this study, it starts from a general perspective of quality of life to land on specific observations related to the study group. The research was carried out with a quantitative approach, using a descriptive design to identify and analyze the factors that affect the quality of life of high school students in southern Sonora. It was developed using a deductive scheme, based on general concepts about quality of life and its impact on academic performance to examine how these relationships are manifested in the group studied (Moroyoqui et al., 2023).

3.2 Type of Research

A quantitative methodology was adopted, as the data were collected and analyzed numerically. The descriptive design allowed to detail specific characteristics of the population studied, while the relationships between the key variables: quality of life, academic identity and student performance were examined, where a scale of 1 to 5 is presented; the number 1 represents totally disagreement and 5 totally agrees. Statistics are used to help in data collection and analyze the results to meet the objective of the research (Moroyoqui et al., 2023).

3.3 Participants

The sample was composed of high school students from public institutions in southern Sonora. The sample size of this research was 319 students, who helped determine the level of quality of student life they present within the institutions, representative of two high schools in southern Sonora applied in the month of October 2024. These participants correspond to an age range of between 14 and 18 years, having indistinct sex either female or male and to any marital status. There were 319 students because these instruments were chosen answered 100% of both high schools, taking into account the classrooms that gave them the opportunity to apply them to their students. Most of the instruments applied were in the first high school and students from the current semesters, which were in the first, third and fifth semesters, were taken into account.

The sampling design used was probabilistic, as described by Hernández et al. (2014), who point out that this type of sample gives each element the same possibility of being selected for the study. The determination of the sample size was carried out using the formula proposed by Stevenson, (1981), considering a confidence level of 95%, a probability of non-occurrence of the event studied of 5%, and a maximum margin of error of 0.05%. Thus, a desired sample size of $n = 319$ students was obtained. The specific data were applied in the formula as follows:

n=	D^2pqN
	$e^2(N-1)+D^2pq$

N =	1518
D =	1.96
e =	5.0%
p =	0.5
q =	0.5
n =	319

The standard deviation is 1.96 and the confidence level is 95%.

3.4 Instrument

A previously validated questionnaire, entitled "Evaluation of the quality of life of university students", created by Moroyoqui et al. (2023), was used, although it was suitable for application to high school students, focused on their particular needs. This questionnaire is elaborated in three groups that are the sociodemographic data such as age, sex, type of student, their educational institution, semester and marital status, then it contains 32 items, grouped into three main variables that are: Quality of student life 1-10 (10 items), Academic identity 11-20 (10 items) and Academic performance 21-32 (12 items). The questions are distributed according to the dimensions mentioned, evaluating perceptions of personal balance, academic commitment, and satisfaction with the environment in high school, and as a last group there is a section for additional comments, classified as suggestions, complaints, or congratulations.

The form of grading of the questions is according to the Likert scale with values from 1 to 5 to those that were established in categories from 1 to 5, where totally disagree (scale 1), disagree (scale 2), neutral (scale 3), agree (scale 4) and totally agree (scale 5). The validity of this instrument was submitted to the University's Institutional Research Ethics Committee, where the research protocol was reviewed, including informed consent.

3.4.1 Validity and reliability of the instrument

The validity of the instrument was evaluated using three main approaches: content, criterion and construct. The validity of the content was focused on the design of an instrument capable of measuring three dimensions: quality of student life, university identity and academic performance. After developing the instrument, a focus group was held with seven professors specialized in research and experts in the field, who validated the clarity of the contents, the precision of each item, its relevance within the corresponding dimensions, and its relevance to highlight key information. The validity of the criterion was obtained by comparing the scale proposed to measure the quality of student life in universities in the state of Sonora with other instruments that address the same topic. Finally, construct validity was determined by exploratory factor analysis, using simple Varimax rotation and applying KMO and Bartlett tests as essential techniques to validate tests that evaluate dimensional constructs.

3.5 Procedure

The process to develop this research will be carried out through the following stages:

Phase 1: Generation of the idea: In this initial phase, it was proposed to carry out an analysis of the quality of life in high schools in southern Sonora, in order to know the student's perception.

Phase 2. Problem statement: It arose as a consequence of all the causes and problems caused by the poor quality of student life.

Phase 3: Development of the theoretical framework: In this stage, theoretical and practical background information related to the quality of student life was collected. Topics such as quality of life indicators, academic identity, academic performance, impact of academic performance on students' quality of life, and theoretical models are included.

Phase 4. Visualization of the scope of the study: The research approach is both descriptive and correlational, allowing for better integration of the information collected.

Phase 5. Research Design Development: The research difficulty level represents the point at which the conceptual stages of the research process, such as problem formulation, theoretical perspective, and hypothesis development, are linked to later, more functional stages in nature.

Phase 6. Definition and selection of the sample: All research must be transparent and subject to criticism and replication, and this is only possible if the population to be studied is clearly defined and the sample selection process is clear.

Phase 7. Data collection: In this study, the statistical program Statistical Package for the Social Sciences (SPSS) version 26 is used for data analysis. After installation, a template applicable to research studies is created, in this model the general data and other data of the device, equipped with a nominal unit of measurement, are collected by ordinal measurements.

Phase 8: Writing the general average and result for each of the variables with standard deviation.

IV: RESULTS AND DISCUSSION

This chapter details the results obtained where the objective was to evaluate the quality of work life in high schools in southern Sonora, through a reliable and validated instrument that facilitated the obtaining of results, with the purpose of elaborating proposals for improvement and recommendations. The overall result was 72%, which represents a moderately high level of quality of life perceived by the students. This finding is comparable to the study by González et al. (2024), who, when evaluating the quality of life in Mexican university students, reported similar levels in the range of 70% to 75%, classifying them as acceptable, but with room for improvement, especially in dimensions such as the environment and psychological well-being. Therefore, the result obtained in this research can be considered acceptable, as it reflects a generally positive perception, although there are still opportunities to strengthen certain key areas such as time organization, institutional support and academic-personal balance.

4.1 Interpretation of results

The results of the sociodemographic data found are the educational institution to which the students belong, to high school 1 are 72.4% and high school 2 are 27.6%, in males 40.8% and in females 59.2%, in type of student foreign students are 6.3% and local are 93.7%, corresponding to the age ranges in 14 to 15 years are 21%. 42% are 16 years old, 17 years old are 34.2% and 18 years old are 2.8%, in the first semester they are 14.7%, in

the third semester it is 44.8% and in the fifth semester they are 40.4%, in marital status the single are 99.1% and married 0.9%.

Table 3

<i>Reliability Statistics</i>	
Cronbach's Alfa	N of elements
.972	32

With respect to reliability statistics, a .972 was obtained based on the 32 items of the instrument applied; having a .972 Cronbach's Alpha of the instrument applied, as is the case, is a very good result, taking as a scale of 0 to 1, where 1 is the highest result with respect to the reliability of the instrument (George & Mallery, 2003). This is considered an excellent result, since according to George and Mallery (2003), Cronbach's Alpha values are interpreted as follows: below .5 is unacceptable, between .5 and .6 is poor, between .6 and .7 is questionable, between .7 and .8 is acceptable, between .8 and .9 is good, and above .9 is excellent.

This chapter presents the results obtained from the questionnaire applied to 319 students from public high schools in southern Sonora. The analysis focuses on three main variables: quality of student life, academic identity, and academic performance. Responses were assessed on a Likert scale of 1 to 5, with 1 representing "strongly disagree" and 5 "strongly agree." The results of each item are shown below, organized in tables, with their respective interpretation to facilitate understanding and critical analysis of the findings.

Table 2 *Result by variable*

Variables	Results
Preparatory quality of life	3.48
Academic identity	3.70
Academic performance	3.64

Table 2 shows the average results obtained for each of the three variables evaluated on a Likert scale from 1 to 5, where 1 represents the lowest level and 5 the highest. The variable quality of life in high school obtained a score of 3.48, academic identity 3.70, and academic performance 3.64. For the purposes of this research, the results were interpreted based on ranges established by authors such as Martínez et al, (2019) and González et al, (2024), who consider that values between 3.0 and 3.6 indicate a moderate level, while scores above 3.6 can be considered high or favorable, depending on the context. Under these criteria, it can be said that students perceive their quality of life at a moderate level, with areas that can still be strengthened. On the other hand, both academic identity and academic performance reach values close to the highest, which suggests a good level of commitment and integration with the institution, as well as a positive overall performance.

The analysis of the results obtained reveals that the question with the highest average based on the response scale, which is from 1 to 5, corresponds to I am clear about my responsibilities in high school, with an average of 4.09, which indicates clarity in the academic responsibilities of the students. On the other hand, the question with the lowest average is in the distance modality, spaces for interaction with my classmates are promoted, with an average of 3.04, reflecting an area of opportunity regarding interaction in virtual environments. In general, the average of all the questions analyzed is 3.61, which provides

a global vision of the level of satisfaction and perception of the students in various aspects evaluated.

4.2 DISCUSSION

The objective of this study was to evaluate the perception of the quality of life of public high school students in southern Sonora, through the application of a reliable and valid instrument that helps to know their skills, benefits and experiences as a result of their academic performance. This purpose was achieved in accordance with the provisions of the research, which made it possible to answer the question posed. Thus, it is highlighted that there are highly significant differences in the quality of life between the students of both schools. According to Spivey (2020), it indicates that students experience greater satisfaction and happiness due to a better relationship between objective living conditions and more subjective and personal factors with 80%. In similar terms, Supe Landa (2023) points out that 79.2% of these students enjoy better living conditions, which brings them closer to fulfilling their aspirations and living more satisfactory personal experiences.

After analyzing the findings obtained, it is observed that a higher level of quality of life perceived by students is positively associated with better academic performance. In this research, an overall result of 72% was obtained in quality of life, which, according to the interpretation scale adapted from the WHOQOL-BREF instrument (WHO, 1996), is within a moderately favorable level (60% to 79%), according to criteria proposed by Espinoza and Osorio (2013). Likewise, academic performance reached an average of 3.64 on a scale of 1 to 5; when comparing these findings with those of the study by González Cadenas et al. (2024), who analyzed the quality of life in Mexican university students, it was found that those with quality of life levels above 70% showed greater clarity in their academic responsibilities, greater satisfaction with their tasks, and better overall performance. In that study, the average academic performance was 3.59, very similar to that found in this research (3.64), which reinforces the consistency of the results.

In the following descriptive results, it is highlighted that both sample groups are in the categories of tendency to good quality of life. In particular, 72% of high school students show a tendency to a good quality of life. These results coincide with the findings of Pimentel et al. (2021), who, in their research carried out in two public technological institutes, where the author measured quality of life with a standardized tool, compared the levels of quality of life, concluding that each of the groups studied was located at an optimal level of quality of life where it is rated with a maximum of 62%. This finding reinforces the results of the present study, since both samples of university students present indicators of good quality of life, determining that 62% of the sample obtained scores within the range considered "good".

V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The purpose of this research was to evaluate the quality of work life in public high school students in southern Sonora, considering three key dimensions: student quality of life, academic identity, and academic performance. Through a quantitative approach and the use

of a validated instrument, it was possible to collect relevant information from a representative sample of 319 students. The instrument applied showed a high level of reliability ($\alpha = .972$), which supports the consistency of the results obtained. Based on the analysis, it was determined that the general level of quality of life perceived by the students was 72%, which represents a moderately favorable condition, that is, acceptable, but with areas susceptible to improvement. This figure made it possible to fulfill the main objective of the study, which was to identify the current state of the quality of work life in this population group and generate proposals for institutional improvement.

When breaking down the results by dimension, it was observed that the quality of student life obtained an average of 3.48 on a scale of 1 to 5, which reflects an intermediate perception on the part of the student body. Although this result is not low, it cannot be considered high either, which implies that the conditions within the educational environment are perceived as regular, highlighting the need to strengthen factors such as emotional support, access to adequate spaces, time organization and balance between the academic and the personal. This coincides with studies such as that of Cornejo (2020), who argues that quality of life should be understood as a multidimensional construction that integrates physical, emotional, social, and environmental well-being, so an intermediate level should not be underestimated, but interpreted as an opportunity to intervene and improve.

In terms of academic identity, the average was 3.70, which indicates that students feel a high level of belonging and identification with their high school. This is a positive finding, since a strong academic identity is usually associated with greater commitment, permanence, and motivation, as pointed out by authors such as Quiroga et al, (2021). Even so, it is important to consider that strengthening academic identity does not only depend on students, but also on institutional recognition, teaching accompaniment, and the sense of purpose that is fostered in the school environment.

Regarding academic performance, the result was 3.64, which suggests a satisfactory general performance among the students surveyed. This result shows that, although young people manage to fulfill their school responsibilities, they may be facing factors that limit their maximum academic development, such as stress, workload, or lack of time. This finding is consistent with previous research such as that of González Cadenas et al. (2024), who identified a direct relationship between quality of life and academic performance, especially in contexts where there is an adequate balance between academic demand and emotional well-being.

In summary, the results obtained allow us to conclude that, although students perceive favorable conditions within their high schools, there are still areas of opportunity that must be addressed to consolidate an optimal quality of life. The findings show the importance of implementing institutional strategies that promote the integral well-being of the student. This implies not only attending to academic needs, but also designing policies of emotional accompaniment, constant counseling, extracurricular training activities and spaces for listening and participation. The quality of student life is not an isolated factor, but a central component for the academic, personal and professional success of young people, so it should be a priority in the educational management of the upper secondary level.

5.2 Recommendations

The analysis of the lowest results yielded a mean of 3.04 in the item of whether spaces for interaction with my classmates are promoted in the distance modality, evidencing a less positive perception regarding interaction in virtual environments. Similarly, the item I consider that the working conditions of the distance modality favored my student safety, yielding an average of 3.12. Of the highest results, the item I have opportunities to improve my skills within high school, with an average of 3.97 and finally the item I am clear about my responsibilities in high school, with an average of 4.09, having as a Likert scale a numbering from 1 to 5; where 1 is the lowest and 5 the highest, as a consequence of this the following recommendations are presented:

- ✓ Promote spaces for virtual interaction between students where collaborative online activities are implemented, such as forums, discussion groups, team projects and virtual dynamics that promote a sense of community and communication among students, even outside the synchronous classroom, so that there is familiarity with this way of working.
- ✓ Improve working conditions and perception of security in distance education, where it is recommended to strengthen communication channels, offer constant academic and psychological support, and ensure that students have adequate resources and environments to study from home.
- ✓ Consolidate the positive factors identified, since the highest averages reflect strengths in the clarity of responsibilities, development opportunities and interpersonal relationships. Therefore, it is important to maintain and enhance these areas through tutoring programs, extracurricular activities, and coexistence spaces that strengthen the personal and academic development of students.

The research design could be handled as a mixed study in future stages, combining both quantitative and qualitative approaches. A quantitative approach was used in this study, which was useful to obtain an overview of the perception of the quality of life of high school students. However, to delve into more subjective aspects such as emotional impact, motivation or social dynamics in the distance modality, it is recommended to complement it with interviews, focus groups or reflective diaries that allow individual experiences and particular contexts to be captured. In addition, a longitudinal design could be chosen to observe changes in perception over time.

It is extremely important to continue studying the same problem, since the quality of life of students continues to be a crucial issue, especially in changing educational environments such as those presented with the distance modality. However, it is suggested to broaden the perspective to include new variables, such as emotional well-being, academic stress, work-life balance, and access to digital resources. Comparison between different schools or modalities (face-to-face vs. online) could also be considered to obtain a more complete and broad perception.

From the findings obtained in this study, several lines of research can be derived that allow us to expand the understanding of the quality of life of high school students. For example, comparative studies could be developed between different educational modalities to identify differences in the perception of student well-being. Likewise, qualitative research focused on experiences of social interaction and emotional support in virtual environments would be valuable to complement the quantitative results. Finally, it is possible to propose intervention evaluations, in which specific programs are implemented to promote social interaction and then their effect on the quality of life perceived by students is analyzed.

REFERENCES

- Álvarez-Bermúdez, J., & Barreto-Trujillo, F. J. (2020). Family climate and its relationship with academic performance in Baccalaureate students. *Journal of Psychology and Education*, 15(2), 166-183.
- https://www.researchgate.net/profile/Francisco-Barreto/5/publication/341454483_Clima_familiar_y_su_relacion_con_el_rendimiento_academico_en_estudiantes_de_Bachillerato/links/6028b024299bf1cc26c423c5/Clima-familiar-y-su-relacion-con-el-rendimiento-academico-en-estudiantes-de-Bachillerato.pdf
- Aguilar, M. E. B. (2018). Stress and its influence on quality of life. *Multimed*, 21(6).
- <file:///C:/Users/HP/Downloads/688-3348-1-PB.pdf>
- Aguirre Benítez, E. L., Herrera Zamorano, B. R., Vargas Huicochea, I., Ramírez López, N. L., Aguilar Vega, L., Aburto-Arciniega, M. B., & Guevara-Guzmán, R. (2018). Tutoring as a process that strengthens the student's personal development and growth. *Research in Medical Education*, 7(25), 3-9.
- https://www.scielo.org.mx/scielo.php?pid=S200750572018000100003&script=sci_arttext
- Báez, W. C. (2016). Quality of life. *Revista Enfermería la Vanguardia*, 4(2), 56-75.
- <https://mail.revistas.unica.edu.pe/index.php/vanguardia/article/view/230>
- Barrios, I., & Torales, J. (2017). Mental health and self-perceived quality of life in medical students in Paraguay. *Scientific Journal Medical Science*, 20(1), 5-10.
- <file:///C:/Users/HP/Downloads/DialnetSaludMentalYCalidadDeVidaAutopercibidaEnEstudiante-7602411.pdf>
- Bautista-Rodríguez, L. M. (2017). Quality of life as a concept. *Science and Care Journal*, 14(1), 5-8. <https://revistas.ufps.edu.co/index.php/cienciaycuidado/article/view/803>
- Brito-Jiménez, I. T., & Palacio-Sañudo, J. (2016). Quality of life, academic performance and sociodemographic variables in university students in Santa Marta-Colombia. *Duazary*, 13(2), 133-141.
- <https://revistas.unimagdalena.edu.co/index.php/duazary/article/view/1719/1194>
- Castrillón, J. J. C., & Cala, M. L. P. (2020). Perceived quality of work life and associated emotional competencies in young professionals. *Psychological Reports*, 20(2), 139-153. <https://revistas.upb.edu.co/index.php/informespsicologicos/article/view/201>
- Castro, P., Cruz, E., Hernández, J., Vargas, R., Luis, K., Gatica, L., & Tepal, I. (2018). A perspective on the Quality of Work Life. *Revista Iberoamericana de Ciencias*, 5(6), 118-128.
- <http://reibci.org/publicados/2018/dic/3200115.pdf>
- Celemín, J. P., Mikkelsen, C. A., & Velázquez, G. Á. (2015). Quality of life from a geographical perspective: integration of objective and subjective indicators. *Revista Universitaria de Geografía*, 24(1), 63-84.
- https://www.scielo.org.ar/scielo.php?pid=S185242652015000100004&script=sci_arttext&tlng=en
- Chiavenato, I. (2019). *Introduction to the general theory of Management*. Mc Graw Hill.
- https://dspace.itsjapon.edu.ec/jspui/bitstream/123456789/3678/1/dokumen.pub_introduccion-a-la-teoria-general-de-la-administracion-decima-edicion-9781456269821-1456269828-97814562718241456271822%20%283%29.pdf

- Contreras-López, M. J., Juárez-Sánchez, J. P., & Ramírez-Valverde, B. (2021). Job prospects of tourism students in universities in Puebla, Mexico. *Population Papers*, 27(109), 191-223.
https://www.scielo.org.mx/scielo.php?pid=S140574252021000300191&script=sci_arttext
- Cornejo Báez, W. (2016). Quality of life: analysis from different models, including the ecological one. *Vanguard Nursing Journal*, 4(2), 56–75.
- <https://doi.org/10.35563/revan.v4i2.230>
- Cornejo Urbina, F. (2020). Quality of life from the capabilities approach in the COVID-19 crisis in Peru. *Flint*, 10(2), 13–30.
- <https://doi.org/10.53870/silex.20201026>
- Crisóstomo, R., de Araújo, A., & Perlatto, E. (2020). Quality of Life and Minor Mental Disorders of Medical Students at the University Center of Caratinga (UNEC) – Minas Gerais. *Brazilian Journal of Medical Education*, 44(2).
- <https://www.scielo.br/pdf/rbem/v44n2/1981-5271-rbem-44-02-e064.pdf>
- De Carrasquel, S. R. (2016). Why is quality of work life studied? *Inter-American Journal of Occupational Psychology*, 17(1), 34-53.
<http://revista.cinccel.com.co/index.php/RPO/article/view/35>
- Durán, S. E., Prieto Pulido, R. A., & García, J. (2017). Influence of Quality of Life on University Student Performance.
- <https://repositorio.cecar.edu.co/server/api/core/bitstreams/45034479-5867-45e0-9307-4ab223797619/content>
- Elías Segura, O. A. (2021). Proposal for educational intervention in the face of the social aspects that affect the education of high school students. *Sociológica (Mexico)*, 36(102), 263-278.
- https://www.scielo.org.mx/scielo.php?pid=S018701732021000100263&script=sci_arttext
- Escobar-Puig, M., & Rodríguez-Macías, J. C. (2018). Evaluation of the quality of school life in third-year secondary school students in the state of Baja California, Mexico. *REXE. Journal of Studies and Experiences in Education*, 17(33), 45-57.
- <https://www.redalyc.org/journal/2431/243155021014/243155021014.pdf>
- Escorza, Y. H., & Díaz, B. I. C. (2017). *Studies on academic performance*. Editora Nómada.
- https://books.google.es/books?hl=es&lr=&id=fNdBDwAAQBAJ&oi=fnd&pg=PA11&dq=desempe%C3%B1o+academico&ots=6d_bPDuGnV&sig=28cswz0XijiOwgX5ZgMBdBzPWc0#v=onepage&q&f=false
- García-García, J. A., & Carrizales-Berlanga, D. (2021). Health-related quality of life, expectations and academic satisfaction of young university students. *Interactions*, 7, e241.
- http://www.scielo.org.pe/scielo.php?pid=S241344652021000100013&script=sci_arttext&tlng=en
- García-Viejo, C., Pérez-Cepeda, M., & Román, R. (2020). *Effects of academic stress on school performance and quality of life in secondary school students*. *Journal of Educational Psychology*, 18(3), 225-240. <https://doi.org/10.1016/j.rpe.2020.02.003>
- George, D., & Mallery, P. (2003). *SPSS for Windows Step-by-Step: A Simple Guide and Reference* (4th ed.). Allyn & Bacon.
- Gómez, M. A. B., Isaza, D. P., Gutiérrez, M. C. Q., & Quintero, J. D. Z. (2016).

- Factors influencing the well-being of individuals in a work context.
- Revista Electrónica Psyconex, 8(12), 1-9.
- file:///C:/Users/HP/Downloads/jrinconcarrillo,+Art-14+Edicion-LISTO.pdf
- González, M. & Hernández, P. (2018). *The impact of emotional well-being on academic performance: a longitudinal study in university students*. Journal of Psychology and Education, 10(3), 123-136.

- González Cadnas, G., Jiménez Ortiz, J. L., Flores Laguna, O. A., Frutos Nájera, D. G., & del Valle López, J. A. (2024). Quality of life in students of a Mexican university. *Unaciencia Revista de Estudios e Investigación*, 16(31), 106–117.
- <https://doi.org/10.35997/unaciencia.v16i31.702>
- Hernández, R., Fernández, C., & Baptista, P. (2014). Research methodology. 6th Edition Sampieri. McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V. chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://apiperiodico.jalisco.gob.mx/api/sites/periodicooficial.jalisco.gob.mx/files/metodologia_de_la_investigacion_-_roberto_hernandez_sampieri.pdf
- Huidobro, M. (2020) Motivation and quality of life in job satisfaction. César Vallejo University, Peru. <https://repositorio.ucv.edu.pe/handle/20.500.12692/49901>
- Leitón, Ñazco, Pérez, Gómez, González, & González, Villanueva, (2022). Quality of life of university students before and during the Covid-19 pandemic. *Revista Salud Uninorte*, 38(3), 675-692.
- http://www.scielo.org.co/scielo.php?pid=S012055522022000300675&script=sci_arttext
- López, J. C., & Herrera, P. E. (2021). Relationship between quality of life and academic performance in adolescents in upper secondary education. *Journal of Educational Research*, 34(2), 130-145. <https://doi.org/10.1016/j.jer.2021.07.005>
- Mireles Vázquez, M. G., & García García, J. A. (2022). Student satisfaction in university students: a systematic review of the literature. *Revista Educación*, 46(2), 610-626.
- https://www.scielo.sa.cr/scielo.php?pid=S221526442022000200610&script=sci_arttext
- Molina, R., Sepúlveda Prado, R., Carmona, R., Molina González, T., & Mac-Ginty Fontecilla, S. (2016). Health-related quality of life in first-year college students.
- <https://repositorio.uchile.cl/bitstream/handle/2250/151838/12-Calidad-de-vida-relacionada-con-la-salud.pdf?sequence=1&isAllowed=y>
- Morán, N. A. P., & Torres, Z. A. D. (2019). Quality of work life and organizational commitment: a perspective from universities. *Res Non Verba Revista Científica*, 9(2), 1-12.
- <https://revistas.ecotec.edu.ec/index.php/rnv/article/view/217/176>
- Moroyoqui, Quiroz, Murillo, & Hinojosa, (2023). Design and validation of an instrument to assess the quality of life of university students in the state of Sonora. *ECORFAN Journal Mexico*.
- file:///C:/Users/HP/Downloads/Articulo%20Dise%C3%B1o%20y%20validaci%C3%B3n%20de%20un%20instrumento%20para%20alumnos.pdf
- International Labor Organization. (2020). *Latin America and the Caribbean in the face of the COVID-19 pandemic: Economic and social effects*.
- <https://www.ilo.org>

- Ortiz-Bermúdez, A. Ú., & Sánchez-Sandoval, Y. (2024). Health-related quality of life and social support in Chilean adolescents in risk contexts: Quality of life in Chilean adolescents. *Quality of Life and Health*, 17(1), 16-32.
- <http://revistacdvs.uflo.edu.ar/index.php/CdVUFLO/article/view/412/301>
- Parra, C. R., & Bracho, A. J. L. (2023). Transition and adaptation: an opportunity to access university education. *Ciencia Latina Revista Científica Multidisciplinar*, 7(4), 2494-2510.
- <https://ciencialatina.org/index.php/cienciala/article/view/7069/10727>
- Pimentel Guadamos, M. D., & Oseda Gago, D. (2021). Quality of life in psychological well-being in students of two public technological institutes of the department of La Libertad- 2020. *Ciencia Latina Revista Científica Multidisciplinar*, 5(4), 5213-5227.
- https://doi.org/10.37811/cl_rcm.v5i4.685
- Quiroga, F., Capella, C., Sepúlveda, G., Conca, B., & Miranda, J. (2021). Personal identity in children and adolescents: a qualitative study. *Latin American Journal of Social Sciences, Childhood and Youth*, 19(2), 320-344.
- http://www.scielo.org.co/scielo.php?pid=S1692715X2021000200320&script=sci_arttext
- Quiroz-Campas, C. Y., & Espinoza-Morales, F. (2021). Analysis of the quality of work life of small and medium-sized enterprises in Southern Sonora, through artificial neural networks. *Revista de Investigaciones Universidad del Quindío*, 33(2), 127-137. <https://revistas.uniquindio.edu.co/ojs/index.php/riuuq/article/view/746>
- Quiroz Campas, Celia Yaneth, Fernando Bujanda Miranda², Lizeth Armenta Zazueta³, Cruz
- García Lirios⁴, Alberto Galván Corral⁵ (2021) ANALYSIS OF THE QUALITY OF WORKING LIFE OF A HIGHER EDUCATION INSTITUTION IN THE SOUTH OF SONORA, THROUGH THE ANALYSIS OF ARTIFICIAL NEURAL NETWORKS. *Journal of Positive Psychology & Wellbeing* Vol. 6, No. 2, 1938–1949 ISSN 2587-0130 <https://journalppw.com/index.php/jppw/article/view/13018>
- Quiroz Campas, C. Y. Q., Zazueta, L. A., Salcido, L. F. E., Crespo, J. E., Gracia, T. J. H., Vázquez, F. R. S., ... & Medina, J. E. C. (2025). QUALITY OF LIFE IN UNIVERSITY GOVERNANCE OF THE SUSTAINABLE DEVELOPMENT GOALS. *Power System Protection and Control*, 53(2), 90-102. <https://pspac.info/index.php/dlbh/article/view/63>
- Ramírez-Coronel, A. A., Malo-Larrea, A., Martínez-Suarez, P. C., Montánchez-Torres, M. L., Torracchi-Carrasco, E., & González-León, F. M. (2020). Origin, evolution and research on Quality of Life: A systematic review. *Venezuelan Archives of Pharmacology and Therapeutics*, 39(8), 954-959.
- <https://www.redalyc.org/journal/559/55969796006/55969796006.pdf>
- Rivera, A. (2020). *Working conditions and quality of life in times of pandemic*. *Latin American Journal of Labor Studies*, 25(2), 45–60.

- Rivera, A., Morales, B., Toledo, M., Resto, E., Vega, A. M., Rodríguez, N., & Ocana, G. (2019). Time management from an academic, professional and personal perspective. *HETS Online Journal*, 10(1).
- <https://openurl.ebsco.com/EPDB%3Aagcd%3A6%3A14136518/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Aagcd%3A140057539&crl=c>

- Rodríguez, P., & Alonso, S. (2016). Formative assessment and its impact on learning. *Journal of Education*.
- Rodríguez, M. M. (2017). Adaptation to university life and academic procrastination in psychology students. *Electronic Journal of Human Development for Social Innovation*, 4(8).
- <https://cdhis.org.mx/index.php/CAGI/article/view/121/181>
- RODRIGUEZ CANTÚA, VICTOR, QUIROZ CAMPAS, CYQ, ZAZUETA, DLA, PIERLOT, DR, HERNÁNDEZ, DPM, and YOCUPICIO, DADLM (2025). IMPACT OF QUALITY OF LIFE ON THE IDENTITY AND ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS IN SOUTHERN SONORA. *TPM – Tests, Psychometrics, Methodology in Applied Psychology*, 32 (S4(2025): Published July 17), 1486–1501. <https://tpmap.org/submission/index.php/tpm/article/view/961>
- Soriano, J. L. T., & Mendívil, R. E. A. (2022). Academic stress and its relationship with the quality of life of students from a school living in Peru. *Journal of Public Care and Health*, 2(2), 63-68. [C:/Users/HP/Downloads/10-artículo-científico-torres-y-ayala-29-dic-1.pdf](https://Users/HP/Downloads/10-artículo-científico-torres-y-ayala-29-dic-1.pdf)
- Santamaría, A., & Cerezo, J. (2018). Feedback in the classroom: Strategies for continuous improvement. *Educational Psychology*.
- Santiago-Torner, C. (2021). Quality of work life in a COVID-19 environment. Relationship and impact with respect to organizational performance. *Journal School of Business Administration*, 91(1), 2-11.
- https://www.researchgate.net/profile/CarlosSantiagoTorner/publication/355860927_Calidad_de_vida_laboral_en_un_entorno_COVID19_Relacion_e_impacto_con_respecto_al_desempeno_organizacional/links/646e73a06a0082273fa88cc8/Calidad-de-vida-laboral-en-un-entorno-COVID-19-Relacion-e-impacto-conrespectoal-desempeno-organizacional.pdf?origin=journalDetail&_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9
- Spivey, CA, Havrda, D., Stallworth, S., Renfro, C., & Chisholm-Burns, MA (2020). Analysis of the relationship between health-related quality of life and academic performance in pharmacy students. *Currents in Pharmacy Teaching and Learning*, 12(11), 1304-1310.
- <https://doi.org/10.1016/J.CPTL.2020.04.032>
- Statista. (2024). *Ranking of the 30 happiest countries in the world in 2024*.
- <https://es.statista.com/estadisticas/965137/ranking-de-los-30-paises-mas-felices-del-mundo/>
- Stevenson, William, (1981), *Estadística para Administración y Economía*, Ed. Harla S.A de C.V. México D.F.
- Supe Landa, R. V. (2023). Anxiety and quality of life in university students.
- <https://repositorio.uta.edu.ec/server/api/core/bitstreams/d322942a-a039-4b95-a317-b7f90a9ef7a0/content>
- Torres-Toukoumidis, A., & Pérez-Rodríguez, M. A. (2018). *Quality of working life and professional development in young people*. Madrid: Editorial Dykinson.
- Torres, M. L., & Sánchez, G. (2019). *Influence of the family environment and social support on the quality of life and academic performance of adolescents*. *Journal of Educational Research*, 27(1), 45-60. <https://doi.org/10.1016/j.rie.2019.04.008>
- Veramendi Villavicencios, N. G., Portocarero Merino, E., & Espinoza Ramos, F. E. (2020). Lifestyles and quality of life in university students in times of Covid-19. *University and Society Journal*, 12(6), 246-251.

➤ [http://scielo.sld.cu/scielo.php?pid=S221836202020000600246&script=sci_arttext&tln
g=pt](http://scielo.sld.cu/scielo.php?pid=S221836202020000600246&script=sci_arttext&tln
g=pt)